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ABSTRACT

Male and female students competing on varsity soccer teams in two public high schools, one an elite college preparatory school, the other a suburban school, were found to place differing emphasis on interpersonal, competitive, and athletic dimensions of play. In this project 65 students (36 males and 29 females) were asked to respond to measures about motivation to play soccer, soccer knowledge, school climate, empathy, occupational interests, and parent childrearing strategies. Players were also observed during games. Responses were analyzed using multivariate analysis. School and grade differences were overshowed by gender variation in almost all factors considered. Girls value interpersonal and athletic dimensions of their varsity soccer activity, as well as cooperation and personal enrichment. Girls also had a greater comprehension of regulations and strategies. Boys valued getting good grades more than girls and were more likely to see the link between competitive sports and future achievement. (IS)

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PLAYING VARSITY SOCCER: GENDER DIFFERENCES AMONG HIGH SCHOOL STUDENTS

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ABSTRACT

Participation on varsity soccer teams provides adolescents an opportunity to acquire skills in negotiating a complex, competitive sport. The connections between participation in varsity soccer and school climate, empathy, occupational interests, and perceived parent behavior were explored for students attending an elite college prep public high school in Cincinnati and a public high school located in a suburban community referred to as "soccer country." Emphasis in this paper will be placed on the gender differences that emerged in these connections.

PLAYING VARSITY SOCCER: GENDER DIFFERENCES AMONG HIGH SCHOOL STUDENTS

Children's involvement in play and games has clear implications for their social development along gender-specific lines (Etaugh, 1983). Social development in boys and girls through early and middle childhood and adolescence is affected by interactions that occur within the contexts of sex-typed activities that preoccupy children from an early age (Carpenter, 1983; Rubin, Fein, and Vandenberg, 1983).

The differential treatment of the sexes within the family has been widely documented and discussed. Parents handle their male and female children differently in infancy, present them with sex-typed toys in early childhood, and apply divergent social control techniques in adolescence (Maccoby & Jacklin, 1973). Family behaviors are strengthened by interaction in same-sex peer groups. First, through simple role play in early childhood boys and girls develop characteristically agressive (boys) or dependent (girls) roles in play.

Later, children participate in a wide range of spontaneously organized games and activities. The pastimes of elementary and secondary school aged children are structurally more complex and characterized by the regulation of play through formal rules and specific strategies (Lever, 1978). However, boys' and girls' games differ in their organizational and structural features. Girls' games such as hopscotch and tetherball tend to be "highly structured, turn taking games that are regulated by invariable procedural rules, include fewer players and less often require

contingent strategies" (Block, 1983; 1344). By contrast, boys' games, "while rule governed, reward initiative, improvisation and extemporaneity; involve teams made up of a number of peers and encourage both within team cooperation and between team competition" (Ibid).

Furthermore, boys spend a great deal more time in negotiating the roles and positions of complex, competitive team games than girls whose dyadic play required little advanced discussion of these pastimes (Borman and Frankel, 1984). Whereas girls' turntaking negotiations frequently are accomplished with little or no verbal interaction, boys' organizational rituals focus at length on power relationships and the establishment of social orders and hierarchies in the game about to be played. Moreover, in their spontaneous playground games elementary school aged children vary systematically in the amount of time they routinely spend in carrying out their play. Boys persist in kickball play for periods of time -- up to four times longer on average than do female hopscotch players in their games (Ibid).

Gender-typed socialization contexts experienced throughout development are likely to foster a range of divergent social outcomes for boys and girls including personality differences, and contrasting social preferences and problem solving techniques. Among the outcomes that seem consistently to develop uniquely according to gender are (1) opportunities to experiment with nature, (2) a wide variety of social orientations including attitudes toward relevant social groups, and (3) attitudes related to self concept (Borman & Kurdek, 1984).

In considering opportunities to experiment with nature, it

can be concluded that boys are more likely than girls to take an active, independent approach to problem solving in contrast to girls' characteristically more tentative, dependent efforts. With respect to social orientations, girls are likely to seek firendships that provide intimacy, solidarity and nurturance a... to engage in activities in late adolescence that are prosocial and cooperative. Boys, in contrast, view group activities among their same sex peers as vehicles for developing shared interests, often in the context of highly competitive sports or team interactions. Finally, considering attitutes toward the self girls tend to describe themselves as "more generous, sensitive, nurturing, considerate, and concerned for others," while boys see themselves as "more powerful, ambitious, energetic and having more control over their environment than females" (Block, 1983: 1339-1340).

Since the passage of Title IX, athletic departments in public institutions including high schools have been required to allocate equivalent funds to sports programs offered to males and females. All the evidence suggests that there has been an expansion in services offered to women's athletics. Thus, participation of girls and young women on interscholastic varsity athletic teams has become commonplace. Structures outside public schools such as club soccer and softball have also developed providing early training for female athletes. Nonetheless, girls may not derive the same kind of rewards and experiences as males, although both may compete on varsity athletic teams.

In sum, boys and girls tend to develop interests,

competencies and self evaluations that reflect their divergent divergent experiences within the contexts of family and peer groups. Within peer groups, games and game-like interactions seem to be especially important in providing access to roles, strategies and skills with implications for social roles in adulthood.

The current study was undertaken to investigate the nature of high school varsity soccer players' motivations for participating in varsity athletics. Specifically, we wished to investigate whether female and male players differed in their emphases upon interpersonal, competitive and athletic dimensions of play in the same highly complex team sport, high school varsity soccer. Given that adolescent males are often challenged to develop their competitive skills as well as their athletic abilities in a variety of sex-segregated and sex stereotyped activities during this period (Mechling, 1980), we expected that boys would stress these dimensions. Likewise, because their organized and informal activities generally reinforce nurturant and prosocial behaviors, we expected girls in the study to be likely to place more emphasis on the interpersonal aspects of team membership than upon either the competitive or skill components of soccer play (Chandler, 1981).

We also wished to examine how female and male players varied in their knowledge of soccer. In particular, we were concerned to know which aspects of playing soccer were personally meaningful to the players. Because most studies of children's play have focused on younger children, there is little understanding of how children conceptualize their roles and the

roles of others in competitive games. Thus, we were unsure how adolescents would respond to our request for information about how to play the game, though we suspected that boys might emphasize rules and strategies and girls might stress teamwork and self enrichment.

Finally, we were interested in assessing the relation between four variables and both motivation to play soccer and knowledge of soccer rules. Correlates were examined separately for boys and for girls. The first correlate was school climate which included students' perceptions of the emphasis placed on various activities by themselves, their classmates, and their teachers. School climate, particularly in terms of relative alienation from or identification with values held by peers and teachers, is considered a powerful influence upon the social life or adolescent high school students (Coleman, 1980), and we wanted to assess how soccer activity related to it.

Empathy, the second correlate, includes the capacity of the individual to take the perspective of another in social interaction, fantasy, empathic concern, and personal distress (Davis, 1983). Because adolescent girls typically display greater empathy (Eisenberg and Lennon, 1984), we expected it to play a more prominent role in the soccer activity of girls than boys.

The third correlate was occupational interests. These are refined during the adolescent period along gender-specific lines. Girls are usually more diffuse in their interests, indicating a less focused occupational direction than boys during the high

school years (Borman & Kurdek, 1984). We expected to replicate this finding. Because game activity provides an opportunity for the development of behavior relevant to job functioning (e.g., teamwork, participation in hierarchially ordered social groups), we explored the relation between soccer activity and current occupational interests.

Finally, since parental practices in rearing their children appear to be gender-referenced and hence gender-specific, we expected to find sex differences in the perception of child rearing practices employed by their parents by the subjects in our study.

In sum, the purposes of this study were (a) to assess School (Championship vs. Academic), Grade (Freshman/Sophomore vs. Junior/Senior), and Gender differences in Soccer Involvement, Knowledge of Soccer, School Climate, Empathy, Occupational Interests, and perceptions of Parent Behavior and (b) to examine gender differences in the pattern of relations between both Soccer Involvement and Soccer Knowledge and ratings of the importance of Activities and Goals to self, classmates, and teachers (School Climate); dimensions of Empathy and Ego Identify; Occupational Interests; and perceived Parent Behavior.

Method

Subjects

Participants were 65 students from two high schools. Students from one high school (20 males, 15 females) had a long history of prior involvement with soccer through experiencing club-sponsored athletics; the suburban township in which they lived was referred to as "soccer country." The girls' team had

been State Champions in 1982 and 1983 and were ranked first in the Metropolitan Area during the year of the study (1984). Students from the other high school (16 males, 14 females) participated on teams with spotty records. The girls had a losing season (4-6-2) during the year of the study; the boys performed relatively well (9-5-1) and advanced in sectional play, although they eventually lost at the regional level. The school at which these students were enrolled is considered the elite academic public high school in the city and is attended by children from socially diverse but relatively wealthy families. Subjects were Freshman (11.8%), Sophomores (26.5%), Juniors (41.2%), and Seniors (19.1%). Mean age was 16.41 years (SD=0.98). Socioeconomic status was assessed by prestige scores from the Duncan Socioeconomic Index which were assigned to fathers' and mothers' occupations. Mean scores were 60.47 and 46.15, respectively, placing this sample in the upper middle class range.

Measures

Participants were asked to respond to a number of measures tapping the variables of interest: motivation to play soccer, soccer knowledge, school climate, empathy, occupational interests, and parent child-rearing strategies. Subjects at each school completed all measures together in a single session. The first author attended several games during the season, observing play from the stands and from the bench alongside the players. Observations were made following administration of the measures reported in the study.

Demographic information. Students provided information regarding gender, age, grade, and parents' occupations.

Motivation to play soccer. Students used a 5 point scale (1-Low Importance to 5-High Importance) to rate the importance to them of each of 10 motives/objectives for playing soccer. These aspects represent three global dimensions of motivation: Interpersonal (5 items, e.g., "Meeting players from other teams"), Competitive (3 items, e.g., "Participating in a competitive activity"), and Athletic (2 items, e.g., "Displaying my athletic skill and ability"). Cronbach alphas for the three summed composite scores were .69, .61, and .30, respectively. In addition, the summed composite score involving all 10 items was used as an index of Overall Motivation to Play Soccer (Cronbach's alpha = .71).

Knowledge of soccer. Subjects were instructed to "Assume you have been approached by someone who has never played soccer before. This person is about your age and is the same gender as you. What would you say to this person about how to play the game?" A content analysis of their written responses indicated that their written narratives could be comprehensively assessed using 14 categories. These included mention of: Purpose/Objective of Game, Number of Teams Involved, Team Member Functions, Game Equipment, Legitimate Plays, Game Strategies, Cooperation of Teammates, Competition, Self Confidence, Skill and Coordination, Physical Stamina, Practices, Maximization of Potential, and Having Fun. Subjects received dichotomous values for each score depending on whether the category was mentioned (value of 1) or not (value of 0). In order to reduce the number

of categories, these scores were factor analyzed by means of a principal components with Varimax rotation. Five eigenvalues exceeding 1.00 were obtained, accounting for 67% of the total variance. Based on the loadings of the items on each factor, the factors were labelled: Regulations, Skill/Endurance, Teamwork, Game Strategies, and Self Enhancement. Composite scores were obtained by summing the scores for variables loading highly on each factor. Cronbach alphas for these scores ranged from .41 to

used as an index of Breadth of Knowledge.

School climate. School climate was assessed by four measures. Two measures focused on the importance of various activities which included Academics, Drugs/Drinking, Participating on a Varsity Athletic Team, Having a Steady Boyfriend/Girlfriend, Owning and Driving a Car, Having a Job, Being a Class or Student Body Officer, Getting Along with Teachers and Coaches. Students rated the importance of these activities (1-Low Importance to 5-High Importance) twice, first as they were evaluated by fellow classmates and second as they were self evaluated. Using the same rating scale, students also indicated the importance of three sets of school goals. These included: Academics (e.g., "Teaching you how to read and write well"), Ethical/Moral (e.g., "Teaching you about right and wrong"), and Preparation for the Future (e.g., "Helping you get as good a job as possible"). There were three items in each set of goals. Students rated the importance of these goals twice, first as they perceived the teachers to evaluate them, and second as they self evaluated them. Cronbach alphas for the summed

composite teacher ratings were .30, .68, and .40, respectively. For the self evaluations, Cronbach alphas were .67, .64, and .49, respectively.

Empathy. The Interpersonal Reactivity Index is a 28 item measure which requires the respondent to indicate how well each item describes him/her (0-Does Not Describe Me Well to 4-Describes Me Very Well) (Davis, 1983). Four scales, each including 7 items, are derived from this scale: Perspective Taking (the tendency to adopt spontaneously the psychological point of view of others); Fantasy (the tendency to transpose oneself imaginatively into the feelings and actions of fictitious characters in books, movies, and plays); Empathic Concern (the tendency to experience feelings of sympathy and concern for unfortunate others); and Personal Distress (the tendency to feel anxiety and unease in tense interpersonal settings). Cronbach alphas for the summed composite scores were .77, .60, .79, and .64, respectively.

Occupational interests. Students were given a list of 114 occupations from the Dictionary of Occupational Titles (Cain & Tremain, 1981). For each occupation, they rated how much they would like that kind of work (1-Like Very Much to 5-Dislike Very Much). These occupations were grouped into 16 interest scales which included: Physical Science, Literary-Linguistic, Public Service, Musical, Biological Science, Sports, Business-Management, Office Work, Art, Sales, Computational, Skilled Trades, Farm and Ranch, Social Service, Mechanical-Technical, and Labor. Cronbach aphas for the summed composite scores ranged

from .69 to .91.

Parent behavior. The Parent Behavior Form (Schluderman, 1979) lists 108 parent behaviors. Students were asked to indicate how much each item was like their mother/father (1=Like to 3=Not Like). Mother ratings were completed before father ratings. Because 17 scales are derived for each parent rating, a principal components factor analysis with Varimax rotation was performed on each set of ratings to reduce the number of measures involved. Three eigenvalues exceeding 1.00 were obtained for both the mother and the father ratings, accounting for 69% and 72% of the total variance, respectively. Based on factor loadings, the Mother factors were labelled: Rejection, Control, and Permissiveness. The Father factors were labelled: Rejection, Positive Involvement, and Permissiveness. Factor scores were derived for each factor and were used in later analyses.

Results

School; Grade; and Gender Differences

Motivation to play soccer and soccer knowledge. The mean motivation to play and soccer knowledge scores are presented by School, Grade, and Gender in Table 1. A 2 (School) x 2 (Grade) x 2 (Gender) multivariate analysis of variance of these nine scores

Insert Table 1 about here

yielded significant effects for School and Gender ($F(9, 49)=2.96$ and 2.54, respectively, $p<.05$). All other multivariate effects were nonsignificant. Subsequent 2 (School) x 2 (Grade) x 2

(Gender) univariate analyses of variance were computed to determine the locus of the multivariate effects. The multivariate School effect was due to students from the Academic school rating the Athletic dimensions of soccer motivation more highly, mentioning more Regulations, and having higher Breadth of Knowledge scores than students from the Championship school ($F(1,57)=3.08$, 11.84, and 13.60, respectively, $p < .05$. The multivariate Gender effect was due to girls rating the Interpersonal and Athletic dimensions of soccer motivation more highly than boys ($F(1,57)=10.45$ and 8.05, p .01); girls more frequently mentioning Teamwork and Self Enhancement ($F(1,57) = 7.18$ and 3.45, respectively, $p < .05$); and girls having higher Breadth of Knowledge scores than boys ($F(1,57)=3.79$, $p < .05$).

School Climate. The means for each of the School Climate scores are presented by School, Grade, and Gender in Table 1. A 2 (School) x 2 (Grade) x 2 (Gender) multivariate analysis of variance of these 27 scores yielded significant effects for only Gender ($F(28,31)=1.92$, $p < .05$). Subsequent 2 (School) x 2 (Grade) x 2 (Gender) univariate analyses of variance indicated that this multivariate effect was due to gender differences in students' perceptions of the importance to classmates of Getting Along With Teachers and Coaches; students; own perceptions of the importance of Drugs/Drinking, Getting Along With Parents, Having Lots of Friends, and Getting Along with Teachers and Coaches ($F(1,58)$ ranging from 5.23 to 14.65, $p < .05$). For all but the Drugs/Drinking item, girls had higher scores than boys.

Empathy. The means for the empathy scores are presented by School, Grade, and Gender in Table 1. A 1 (School) x 2 (Grade) x 2 (Gender) multivariate analysis of variance of these four scores yielded a significant effect for Gender only ($F(4,56)=9.09$, $p < .001$). Subsequent univariate 2 (School) x 2 (Grade) x 2 (Gender) analyses of variance indicated that this multivariate effect was due to difference in Perspective Taking, Empathic Concern, and Personal Distress ($F(1,59)$ ranging from 5.15 to 13.10, $p < .05$). In all cases, girls had higher scores than boys.

Occupational interests. The means for each of the occupational interest scores are presented by School, Grade, and Gender in Table 1. A 2 (School) x 2 (Grade) x 2 (Gender) multivariate analysis of variance of these 16 scores yielded a significant effect for Gender only ($F(16,39)=2.44$, p .05. Subsequent 2 (School) x 2 (Grade) x 2 (Gender) univariate analyses of variance indicated that this multivariate effect was due to ddifferences on the Literary/Linguistics, Office Work, Art, and Social Services scores ($F(1,54)$ ranging from 3.72 to 19.52, $p < .05$). In all cases, girls expressed greater interest than boys.

Perceived parent behavior. The means for the perceived parent behavior scores are presented by School, Grade, and Gender in Table 1. A 2 (School) x 2 (Grade) x 2 (Gender) multivariate analysis of variance yielded no significant effects

Gender Differences in the Correlates of Soccer Involvement and Soccer Knowledge

School Climate. The Pearson correlations between both the Soccer Involvement and Soccer Knowledge scores and the School

Climate scores are presented for boys and for girls in Tables 2 and 3, respectively. The assessment of School Climate included ratings of the importance of activities to classmates and self as well as ratings of the importance of school goals to teachers and self.

Insert Tables 2 and 3 about here

For boys, Overall motivation to play soccer was related to perceptions of classmates valuing Academics, Getting Into a Good College or University, and Having Lots of Friends; to their own valuing of Academics, Participating on a Varsity Athletic Team, and Getting Into a good College or University; to their own devaluation of Owning and Driving a Car; and to perceptions of teachers; valuing the Future Preparation goal and to themselves valuing both the Academic and the Future Preparation goals. For girls, Overall motivation to play soccer was realted to perceptions of classmates; valuing Getting Along Well With Teachers and Coaches; their own valuing of Having Lots of Friends; and to perceptions of teachers emphasizing Ethical/Moral goals.

A more specific pattern of findings emerged when particular dimensions of soccer motivation were considered. Boys who valued the Interpersonal dimension perceived their classmates to value Academics and Having Lots of Friends; themselves valued Academics, Getting Into a Good College or University, and Driving a Car and Having a Job; perceived teachers to value the goal of Future Preparation; and themselves valued the goal of Academics.

Girls who valued the Interpersonal dimension perceived classmates to valued Getting Along Well with Teachers and Coaches; themselves valued Having Lots of Friends; and perceived teachers to value the Ethical/Moral goal.

Boys who valued the Competitive dimension perceived thier classmates to value Academics, Getting Into a Good College or University, and Having Lots of Friends; themselves valued Academics, Participating on a Varsity Athletic Team, and Getting Into a Good College or University; perceived teachers to value the Future Preparation goals; and themselves valued both the Academic and the Future Preparation goals. Girls who valued the Competitive dimension perceived their classmates to value Getting Along Well with Teachers and Coaches; themselves valued Participating on a Varsity Athletic Team and Having Lots of Friends; and perceived teachers to value the Ethical/Moral goal.

Finally, boys who valued the Athletic dimension perceived classmates to value Academics, and Getting Into a Good College or University; themselves valued Academics and Getting Into a Good College or University; and perceived teachers and themselves to value both the Academics and Future Preparation goals. Girls who valued the Athletic dimension themselves valued Academics, Participating on a Varsity Athletic Team, Getting Into a Good College or University, and Getting Along Well With Teachers and Coaches, and devalued Having a Job.

With regard to Soccer Knowledge, boys with a wide Breadth of knowledge perceived classmates to value Academics, Being a Class Officer, and Getting Into a Good College or University; perceived

classmates to devalue Having a Job; and perceived teachers to value the Academic goal. Girls with a Wide Breadth of knowledge perceived classmates to devalue Having a Job; themselves valued Participating on a Varsity Athletic Team and Being a Class Officer; themselves devalued Having a Job; and perceived teachers and themselves to devalue the Future Preparations goal.

Considering specific dimensions of Soccer Knowledge, boys who focuses on Regulations perceived classmates and themselves to devalue Having a Job and perceived teachers and themselves to devalue the Ethical/Moral goal. Boys who focused on Skill/Endurance themselves valued Getting Along With Parents and Getting Along Well with Teachers and Coaches; and perceived teachers to value the Ethical/Moral goal. Boys who focused on Self Enhancement perceived classmates to value Getting Along With Parents and Having Lots of Friends; themselves valued Having Lots of Friends; and themselves valued the Ethical/Moral goal.

Discussion

Overall results of the current study suggest that participation in the same highly competitive interscholastic varsity sport does not have the same meaning for girls and boys who play on high school soccer teams.

Although students who attend the academically elite school tended to be more motivated to play soccer in order to enhance their athletic skill than their suburban peers attending school in a soccer-mad community, school differences were overshadowed by gender variations in virtually all the factors considered in the research. Girls value interpersonal and athletic dimensions of their varsity soccer activity. They also stress cooperation

among team members and personal enrichment in playing the game. In addition, girls have a greater overall comprehension of the game, incorporating analyses of regulations and strategies in addition to other aspects of play more frequently than boys in their descriptions of the game. Their characteristically more detailed descriptions of game play suggests a concern with providing a comprehensive view of soccer play to a naive peer. Since girls are more likely to see themselves as nurturant and caring than boys, this interpretation of the data seems reasonable.

Boys are more likely than girls to value getting good grades and doing well in school than girls who focus on getting along well with others. Boys perceive their classmates and teachers to share this emphasis with teachers stressing the link between current efforts in school and future achievements. This is especially pronounced for boys who value soccer team participation in light of the competitive aspects of varsity team play.

Perhaps most distressing is the tendency of girls to express high levels of anxiety and distress in interpersonal contexts. This finding runs counter to the contrasting finding for male athletes whose involvement in sports leads them to experience less personal tension in social situations.

Although female athletes have experienced increasing opportunities for interscholastic competitive team play, our results suggest that they may not draw the same implications for their personal development as do male athletes. Girls find the

interpersonal, here and now aspects of play more personally meaningful while boys see the playing field as a training ground for life.

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TABLE 1

MEAN SOCCER INVOLVEMENT AND SOCCER KNOWLEDGE SCORES BY SCHOOL, GRADE, AND GENDER

	Academic School				Championship School			
	Fr./Soph.		Jr./Sr.		Fr./Soph.		Jr./Sr.	
Mean Score	Male	Female	Male	Female	Male	Female	Male	Female
INVOLVEMENT								
Interpersonal	18.80	23.00	18.45	19.75	17.63	22.67	19.00	20.92
Competitive	11.60	12.50	12.18	12.42	12.06	14.33	13.00	13.17
Athletic	9.40	10.00	8.90	9.42	8.25	9.33	8.75	9.42
KNOWLEDGE								
Regulations	2.80	2.50	3.63	2.75	1.19	2.00	2.00	1.67
Skill/Endurance	1.40	1.00	0.64	0.92	0.81	0.67	1.00	1.25
Teamwork	0.80	0.00	0.18	1.33	0.38	1.00	0.50	0.67
Strategy	0.00	0.50	0.45	0.17	0.13	0.33	0.00	0.17
Self Enhancement	0.20	0.50	0.18	0.25	0.25	1.33	0.25	0.50
Breadth of Knowledge	5.20	4.50	5.27	5.00	2.75	5.33	3.75	4.42

TABLE 2

Pearson Correlations Between Both Motivation to Play Soccer and Soccer Knowledge and Measures of School Climate: Boys

	MOTIVATION TO PLAY SOCCER				SOCCER KNOWLEDGE					
SCHOOL CLIMATE	Inter-personal	Competi-tive	Athle-tic	Overall	Regula-tions	Skill/ Endur-ance	Team Work	Strate-gies	Self En-hance-ment	Breadth
Activities: Classmates										
Academic	27*	37**	42**	38**	17	10	09	-17	23	30*
Drugs/Drinking	07	15	14	18	12	-07	-19	13	01	02
Varsity Team	-08	02	03	00	-20	11	-10	-09	-10	-22
Steady Boy/Girlfriend	04	14	11	13	-10	06	-04	-01	12	-05
Own and Drive Car	-16	02	-04	00	-08	-14	-04	06	07	-17
Job	-14	-17	-14	-19	-29*	-13	19	-24	24	-28*
Class Officer	18	06	-13	07	20	00	19	-01	-02	30*
Parents	10	25	16	20	00	00	21	-21	29*	13
Friends	47**	48**	16	49**	-02	08	-07	-15	40**	02
Teachers/Coaches	22	25	00	24	18	05	-05	-19	-20	12
Activities: Self										
Academic	42**	35*	43**	41**	09	18	-06	-06	14	21
Drugs/Drinking	-06	06	-12	05	14	-28*	-17	05	02	-08
Varsity Team	14	38**	21	33*	03	06	02	23	-06	09
Steady Boy/Girlfriend	00	-18	-21	-17	-09	06	02	00	21	02
Own and Drive Car	-43**	-06	-06	-27*	-00	-14	04	10	-06	-06

Table 2 (Continued)

SCHOOL CLIMATE	MOTIVATION TO PLAY SOCCER				SOCCER KNOWLEDGE					
	Inter-personal	Competi-tive	Athle-tic	Overall	Regula-tions	Skill/ Endur-ance	Team Work	Strate-gies	Self En-hance-ment	Breadth
Job	-31*	-13	-07	-18	-27*	-06	22	25	05	-17
Class Officer	05	11	-17	07	16	-09	-13	-16	-04	06
Parents	39**	11	26	17	00	27*	05	-08	11	19
Friends	11	07	-21	07	02	-32*	-19	00	30*	-20
Teachers/Coaches	22	25	26	24	-05	31*	07	-14	21	21
Goals: Teachers										
Academic	23	05	37**	12	18	05	06	00	09	28*
Ethical/Moral	01	-05	11	-05	-27*	28*	20	21	23	10
Future Preparation	39**	48**	33*	48**	12	-06	07	04	20	16
Goals: Self										
Academic	45**	32*	42**	39**	13	23	-15	00	23	24
Ethical/Moral	04	-01	-04	-04	-34*	21	22	11	33*	01
Future Preparation	13	40**	36**	36**	-19	08	07	07	20	-08

* $P < .05$.

** $P < .01$.

TABLE 3

Pearson Correlations Between Both Motivation to Play Soccer and Soccer Knowledge and Measures of School Climate: Girls

	MOTIVATION TO PLAY SOCCER				SOCCER KNOWLEDGE					
SCHOOL CLIMATE	Inter-personal	Competi-tive	Athle-tic	Overall	Regula-tions	Skill/ Endur-ance	Team Work	Strate-gies	Self En-hance-ment	Breadth
Activities: Classmates										
Academic	-06	08	21	09	-10	00	-04	27	-23	-13
Drugs/Drinking	-15	-10	08	11	01	-11	31*	-16	31*	19
Varsity Team	-10	04	19	08	20	-09	18	13	-27	22
Steady Boy/Girlfriend	09	21	07	20	-25	03	-17	01	03	-15
Own and Drive Car	-10	17	12	12	05	-10	-17	06	-06	-02
Job	-08	-02	-16	-04	-41**	-16	-11	01	13	-43**
Class Officer	10	16	09	20	05	-13	-19	39*	-22	-06
Parents	05	00	15	03	-19	01	-07	14	-26	-19
Friends	12	17	04	18	-17	-13	-09	18	-01	-10
Teachers/Coaches	42**	35*	08	42**	-11	-04	-21	21	-29	-24
Activities: Self										
Academic	-23	-27	52**	-23	00	-16	25	15	-25	04
Drugs/Drinking	-18	-17	03	-15	32*	04	00	-07	-33*	12
Varsity Team	-03	33*	41**	28	15	21	06	23	05	29*
Steady Boy/Girlfriend	19	27	04	28	-02	06	15	-09	-14	-04
Own and Drive Car	-14	-25	26	04	15	00	-07	-12	-40*	-02

Table 3 (Continued)

SCHOOL CLIMATE	MOTIVATION TO PLAY SOCCER				SOCCER KNOWLEDGE					
	Inter-personal	Competi-tive	Athle-tic	Overall	Regula-tions	Skill/ Endur-ance	Team Work	Strate-gies	Self En-hance-ment	Breadth
Job	00	-11	-32*	-08	-32*	-32*	-22	-40*	-32*	-66**
Class Officer	-14	-12	09	-11	04	11	23	11	21	30*
Parents	06	08	18	06	-29*	02	04	09	38*	-05
Friends	54**	46**	-06	52**	10	13	-25	32*	-23	04
Teachers/Coaches	20	22	35*	23	-24	35*	29*	09	15	17
Goals: Teachers										
Academic	01	-01	-15	03	02	-14	25	12	-32*	-06
Ethical/Moral	29*	29*	-03	30*	02	00	-08	33*	-12	-01
Future Preparation	00	14	-27	07	-52**	05	01	-41**	02	-46**
Goals: Self										
Academic	10	08	13	10	01	-04	21	06	11	12
Ethical/Moral	11	13	12	15	-19	-12	03	07	-16	-20
Future Preparation	03	23	-08	17	-32*	-02	-16	-13	-05	-37*

* $p < .05$.

** $p < .01$.